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ABSTRACT

The Swick-Ross Child Perception Inventory is an assessment instrument for examining the perspectives of teacher education students, inservice teachers, parents, school administrators, and other related personnel with regard to various affective factors that have been associated with successful teaching/learning situations. Forms A, B, and C are the test manual, which contains information on the purposes of the inventory, how it can be used, how it was developed, plans for continued revision of the inventory, and other pertinent information. Form A deals with the pre-school child; Form B deals with the primary grade child; and Form C deals with the intermediate grade child. The inventory has four response catetories: naturalistic-open, naturalistic modified, structured-modified, and structured-closed. Answer keys are provided. (DB)

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THE SWICK-ROSS CHILD PERCEPTION INVENTORY (CPI)

Kevin Swick, Ph.D. Southern Illinois University, Carbondale
Colvin Ross, Ph.D. University of Connecticut, Storrs

FORM A

EXPLANATION OF INVENTORY: The Swick-Ross Child Perception Inventory is an assessment instrument which aims to examine the perspectives of teacher education students, in-service teachers, parents, school administrators and other related personnel with regard to various affective factors which have been associated with successful teaching-learning situations. The Inventory items have been arranged so that a variety of situations is available for the subject to respond to for the purpose of providing data on total affective perspectives regarding children in learning situations.

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It is imperative for you to remember that there are no correct or incorrect answers. This is simply an inventory of your affective perceptions of children in educational situations. You should answer a statement based upon your feelings toward the specific situation described in the question.

For example, question one states: Children in classroom situations can generally be trusted

A. all of the time.
B. most of the time.
C. little of the time.
D. half of the time.

Select the answer you think represents your affective perception of how often children can be trusted in classroom situations.

THE TEST MANUAL: There is a test manual which corresponds with this inventory. The manual contains information on the purposes of the inventory, how it can be used, how it was developed, plans for continued revision of the inventory, and other pertinent information for those utilizing it in research capacities.

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1. Children in classroom situations can generally be trusted
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   D. half of the time.
2. "Culturally Different Children" can be trusted
   A. all of the time.
   B. half of the time.
   C. most of the time.
   D. little of the time.
3. The primary function of the elementary school should be to help the child
   A. gain the necessary skills for functioning in society.
   B. emerge psychologically toward becoming his true self.
   C. develop entirely in terms of existing social requirements.
   D. emerge emotionally and intellectually toward becoming more human.
4. A good preschool curriculum should utilize
   A. structured skill teaching and informal settings for social growth.
   B. children's interests in a guided but informal way.
   C. structured situations for skills and social growth.
   D. children's natural and spontaneous interests.
5. Which of the following is the best approach to classroom discipline?
   A. Never use punishment of any kind; reinforce the desired behavior and re-direct the undesired behavior.
   B. Never use physical punishment but use verbal corrective and reassurance devices.
   C. Set limits clearly and firmly and use punishment for any infractions.
   D. Use physical punishment only when needed; rely basically on verbal reprimands.
6. Children in the preschool years need
   A. affection and reassurance of self more than subject matter.
   B. affection and subject matter equally.
   C. a great deal of reassurance and affection but also some subject matter.
   D. subject matter more than reassurance of self.
7. Preschool children
   A. usually fight more than they play.
   B. love to play at living and even their fights are a form of play.
   C. play and fight equally in time and energies.
   D. like to play but are by nature sometimes agressive.
8. In general I would allow preschool children to take a field trip around the school grounds
   A. with a teacher-aide as a guide.
   B. with an older child as a guide.
   C. only in the presence of a teacher.
   D. on their own.
9. If a preschool child has missed school four days in a row and did not bring a note from home but said he had been sick I would
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   D. not believe him because he would have brought the note if he had been sick.
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    B. provide stimuli to involve him in activities.
    C. continually structure the child into social activities.
    D. allow him to remain shy until he is spontaneously involved.
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    A. allowed to be aggressive.
    B. informally re-channeled into constructive activities.
    C. verbally and structurally limited in his agression.
    D. physically punished and told how to behave.
14. The slow learning child should be
    A. allowed to proceed at his own rate.
    B. strongly encouraged to learn more rapidly.
    C. gently encouraged to learn more rapidly.
    D. required to learn more rapidly by threat of failure.
15. Disadvantaged children should be
    A. required to participate in the total curriculum which is oriented toward the dominant culture.
    B. allowed to maintain their values and life style.
    C. prompted to adapt to the dominant culture where needed for success.
    D. informally structured toward finding meaning both in their values and in the values of the dominant culture.

16. Children who have special belief systems (such as 7th Day Adventists) should be
    A. encouraged to participate in the total curriculum regardless of their belief system.
    B. allowed maximum free choice within school system rules.
    C. required to work with all children in the class.
    D. allowed to believe as they wish.
17. Children with racial prejudices should be
    A. allowed to work things out in their own way.
    B. gently encouraged to work with all children in the class.
    C. required to work with all children in the class.
    D. strongly encouraged to work with all children in the class.
18. The child who is interested in art but dislikes science should be
    A. allowed to follow his priorities.
    B. strongly encouraged to explore other areas of the curriculum.
    C. gently encouraged to explore other areas of the curriculum.
    D. required to work in all areas of the curriculum.
19. The preschool child who likes to eat only certain foods should be
    A. required to eat other foods.
    B. allowed to eat the foods he likes.
    C. informally encouraged to eat other foods.
    D. strongly encouraged to eat other foods.
20. The child with a different language pattern should be
    A. structured into learning the language of the dominant culture.
    B. encouraged to learn the language of the dominant culture.
    C. required to learn the language of the dominant culture.
    D. allowed to maintain his own language style.
21. Schools which emphasize individual choice, freedom, flexibility, informality, are
    A. keyed into good learning ideas.
    B. good in ideas but need adapting to reality of specific situations.
    C. not in line with good learning structures.
    D. in need of great modification to fit most learning structures.
22. The phrase 'meeting the needs of the children' really means
    A. allowing children to gravitate to their interests spontaneously.
    B. guiding children in the directions they seem to need.
    C. providing children with some freedom to actualized themselves.
    D. structuring children into activities that are best for them.
23. The traditional curriculum
    A. is a comprehensive program of sound learning for children.
    B. does not provide enough learning options for children.
    C. inhibits the child's desire to learn.
    D. is of help to some children in learning needed skills.
24. The need for developing a healthy self-concept in children is
    A. one of the highest priorities of education.
    B. the lowest priority of education.
    C. one of the lower priorities of education.
    D. the highest priority of education.
25. The need for total family involvement in the learning process is of
    A. great importance for successful learning.
    B. some importance for successful learning.
    C. least importance for successful learning.
    D. minor importance for successful learning.
26. Children learn best when they
    A. naturally develop their own learning environment.
    B. are guided by a mature person in finding meanings in a learning arrangement.
    C. are provided many options for arranging a learning environment.
    D. are led by a structured program toward specific learnings.
27. In the classroom the child's fantasy life should be
    A. replaced by structured and programmed reality-oriented curriculum skill materials.
    B. the source of releasing natural potential for growth.
    C. a minor source of releasing potential for growth; the stimuli from realistically oriented curriculum materials is the real source.
    D. a major source of releasing potential for growth.
28. The belief that each child should be accorded dignity in school is
    A. one of the basic truths of education.
    B. essential for working with children.
    C. a very important consideration.
    D. a good ideal to work toward and can be accomplished in some classrooms.
29. Which of the following best describes your perspective toward children and learning?
    A. Children should be free to actualize themselves by being able to develop their own learning patterns.
    B. Children should be brought into contact with human content and learn skills so they can self-actualize in acceptable ways.
    C. Children should be structured into proven learning patterns so they can function in society.
    D. Children should be allowed to actualize themselves within societal limits.
30. The forced interaction of children of all races in public schools is
    A. irrelevant because socializing is a family and neighborhood affair.
    B. not good because it limits the free choice of the child.
    C. good because we know that racial integration improves learning and self-concept of children.
    D. good only if the children are allowed freedom not to mix in some situations.

31. Play in the classroom is
    A. the primary way in which children learn.
    B. okay if it is directed toward accomplishing learning objectives.
    C. okay if limited to recess periods.
    D. okay if the play periods are limited to a small proportion of the day.
32. The way children learn values is
    A. an on-going process by which the children develop their own value system.
    B. in government and social studies.
    C. by being taught the American way of life.
    D. a part of the curriculum in which the teacher helps the children find values they can live with.
33. The teacher should
    A. provide much direction in the materials a child uses in learning.
    B. program and structure the materials for the learning of children.
    C. provide the materials from which a child selects in the learning process.
    D. help the child select his own learning materials from a variety of enviornments.
34. The healthy child is one who grows and develops
    A. naturally with life.
    B. with the informal guidance of adults.
    C. with the structured experiences arranged and directed by an adult.
    D. with the purposeful direction provided by adults.
35. The best curriculum for preschool children is
    A. a flexibly planned arrangement where child and teacher select activities.
    B. a highly structured arrangement of subject matter experiences.
    C. an open one where children select their activities.
    D. a non-graded content oriented program of learning.
36. The responsibility for educational objectives in the classroom belongs to
    A. the children, for it is they who must deal with the future.
    B. the child and the teacher; together they can find meanings from the past and present.
    C. the teacher, who should relate her objectives to the needs of the children.
    D. the school board, as they are entrusted by the public to formulate and carry out the education of children.
37. Providing for individual differences in the classroom is
    A. a good idea, but unmanageable in the usual size classroom.
    B. letting the child go through the curriculum at his own pace.
    C. very important because this is the way in which children can best learn about life.
    D. the only way to insure that each child in the classroom can self-actualize.
38. Discipline problems in the classroom are
    A. apt to happen in any classroom and should be dealt with in a reasonable way.
    B. usually avoidable if the classroom teacher is providing flexible learning arrangements.
    C. indicative of a closed minded teacher.
    D. unavoidable as long as parents and citizens are permissive at home and in the community.
39. An effective evaluation program in any school should
    A. provide the teacher with quantitative tests to measure the child's intellectual growth in comparison to national norms.
    B. be inherent in the learning activities.
    C. provide the teacher with flexible evaluation devices to assess the child's total growth patterns.
    D. provide the child, in cooperation with the teacher, an opportunity to examine his intellectual and social growth.
40. In your view the function of the elementary school is to provide
    A. an opportunity for each child to learn in a humane way.
    B. a general education for all children.
    C. a skill-oriented education for all children.
    D. a specialized education for all children.
41. In your perspective children
    A. learn in exact patterns.
    B. learn at basic normal patterns.
    C. are unique persons.
    D. are unique but learn in similar ways.
42. During free play preschool children should be
    A. allowed freedom within protected limits.
    B. allowed complete freedom.
    C. at recess; free play is disallowed during the school day.
    D. allowed some freedom under structured guidance.
43. The elementary school should help children become
    A. unique and divergent human beings.
    B. intellectually skilled to read, write, and think.
    C. socially functional and intellectually competent.
    D. unique but able to relate to the norm.
44. Preschool children
    A. are capable of making value judgments and should be encouraged to do so.
    B. can be stimulated by the teacher to make value decisions and shown by the teacher how to make good value decisions.
    C. are not mature enough to make value decisions.
    D. can make minor value decisions with teacher guidance.
45. When current issues are treated in the classroom children should be
    A. allowed freedom of discussion.
    B. provided a chance to discuss issues as guided and directed by the teacher.
    C. limited to factural responses because they do not have enough knowledge to discuss current issues.
    D. provided opportunities for discussion.

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    C. socially functional and intellectually competent.
    D. unique but able to relate to the norm.
44. Intermediate grade children
    A. are capable of making value judgments and should be encouraged to do so.
    B. can be stimulated by the teacher to make value decisions and shown by the teacher how to make good value decisions.
    C. are not mature enough to make value decisions.
    D. can make minor value decisions with teacher guidance.
45. When current issues are treated in the classroom children should be
    A. allowed freedom of discussion.
    B. provided a chance to discuss issues as guided and directed by the teacher.
    C. limited to factural responses because they do not have enough knowledge to discuss current issues.
    D. provided opportunities for discussion.

THE SWICK-ROSS CHILD PERCEPTION INVENTORY (CPI)

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FORM C

EXPLANATION OF INVENTORY: The Swick-Ross Child Perception Inventory is an assessment instrument which aims to examine the perspectives of teacher education students, in-service teachers, parents, school administrators and other related personnel with regard to various affective factors which have been associated with successful teaching-learning situations. The Inventory items have been arranged so that a variety of situations is available for the subject to respond to for the purpose of providing data on total affective perspectives regarding children in learning situations.

INSTRUCTIONS FOR TAKING THE INVENTORY: Please read each item carefully, then select the answer which you feel best describes your perception of that situation and record the answer on the sheet provided you. PLEASE DO NOT ANSWER IN THE TEST BOOKLET. There are letters for you to circle on the answer sheet corresponding to letters on the question sheet.

It is imperative for you to remember that there are no correct or incorrect answers. This is simply an inventory of your affective perceptions of children in educational situations. You should answer a statement based upon your feelings toward the specific situation described in the question.

For example, question one states: Children in classroom situations can generally be trusted

A. all of the time.
B. most of the time.
C. little of the time.
D. half of the time.

Select the answer you think represents your affective perception of how often children can be trusted in classroom situations.

THE TEST MANUAL: There is a test manual which corresponds with this inventory. The manual contains information on the purposes of the inventory, how it can be used, how it was developed, plans for continued revision of the inventory, and other pertinent information for those utilizing it in research capacities.

THERE IS NO TIME LIMIT INVOLVED IN TAKING THIS INVENTORY. YOU MAY TURN THE PAGE AND BEGIN.

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Kevin Swick

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1. Children in classroom situations can generally be trusted
   A. all of the time.
   B. most of the time.
   C. little of the time.
   D. half of the time.
2. "Culturally Different Children" can be trusted
   A. all of the time.
   B. half of the time.
   C. most of the time.
   D. little of the time.
3. The primary function of the elementary school should be to help the child
   A. gain the necessary skills for functioning in society.
   B. emerge psychologically toward becoming his true self.
   C. develop entirely in terms of existing social requirements.
   D. emerge emotionally and intellectually toward becoming more human.
4. A good primary grade curriculum should utilize
   A. structured skill teaching and informal settings for social growth.
   B. children's interests in a guided but informal way.
   C. structured situations for skills and social growth.
   D. children's natural and spontaneous interests.
5. Which of the following is the best approach to classroom discipline?
   A. Never use punishment of any kind; reinforce the desired behavior and re-direct the undesired behavior.
   B. Never use physical punishment but use verbal corrective and reassurance devices.
   C. Set limits clearly and firmly and use punishment for any infractions.
   D. Use physical punishment only when needed; rely basically on verbal reprimands.
6. Children in the primary grade years need
   A. affection and reassurance of self more than subject matter.
   B. affection and subject matter equally.
   C. a great deal of reassurance and affection but also some subject matter.
   D. subject matter more than reassurance of self.
7. Primary grade children
   A. usually fight more than they play.
   B. love to play at living and even their fights are a form of play.
   C. play and fight equally in time and energies.
   D. like to play but are by nature sometimes agressive.
8. In general I would allow primary grade children to take a field trip around the school grounds
   A. with a teacher-aide as a guide.
   B. with an older child as a guide.
   C. only in the presence of a teacher.
   D. on their own.
9. If a primary grade child has missed school four days in a row and did not bring a note from home but said he had been sick I would
   A. believe him.
   B. believe him but contact his parents anyway.
   C. possibly believe him depending upon the child.
   D. not believe him because he would have brought the note if he had been sick.
10. If two primary grade children were fighting I would
   A. not intervene.
   B. intervene immediately and get them settled down.
   C. intesvene only when physical harm was taking place.
   D. intervene immediately and punish both of them.
11. If a primary grade child had an accidental bowel movement I would
   A. intervene quickly and reprimand him.
   B. allow him to face the predicament on his own.
   C. intervene quickly and hurry him from the room.
   D. intervene quietly and consult him on what he wanted to do.
12. If a primary grade child is extremely shy the teacher should
   A. provide stimuli and verbal encouragement to involve him in activities.
   B. provide stimuli to involve him in activities.
   C. continually structure the child into social activities.
   D. allow him to remain shy until he is spontaneously involved.
13. The agressive child should be
   A. allowed to be aggressive.
   B. informally re-channeled into constructive activities.
   C. verbally and structurally limited in his agression.
   D. physically punished and told how to behave.
14. The slow learning child should be
   A. allowed to proceed at his own rate.
   B. strongly encouraged to learn more rapidly.
   C. gently encouraged to learn more rapidly.
   D. required to learn more rapidly by threat of failure.
15. Disadvantaged children should be
   A. required to participate in the total curriculum which is oriented toward the dominant culture.
   B. allowed to maintain their values and life style.
   C. prompted to adapt to the dominant culture where needed for success.
   D. informally structured toward finding meaning both in their values and in the values of the dominant culture.

16. Children who have special belief systems (such as 7th Day Adventists) should be
    A. encouraged to participate in the total curriculum regardless of their belief system.
    B. allowed maximum free choice within school system rules.
    C. required to work with all children in the class.
    D. allowed to believe as they wish.
17. Children with racial prejudices should be
    A. allowed to work things out in their own way.
    B. gently encouraged to work with all children in the class.
    C. required to work with all children in the class.
    D. strongly encouraged to work with all children in the class.
18. The child who is interested in art but dislikes science should be
    A. allowed to follow his priorities.
    B. strongly encouraged to explore other areas of the curriculum.
    C. gently encouraged to explore other areas of the curriculum.
    D. required to work in all areas of the curriculum.
19. The primary grade child who likes to eat only certain foods should be
    A. required to eat other foods.
    B. allowed to eat the foods he likes.
    C. informally encouraged to eat other foods.
    D. strongly encouraged to eat other foods.
20. The child with a different language pattern should be
    A. structured into learning the language of the dominant culture.
    B. encouraged to learn the language of the dominant culture.
    C. required to learn the language of the dominant culture.
    D. allowed to maintain his own language style.
21. Schools which emphasize individual choice, freedom, flexibility, informality, are
    A. keyed into good learning ideas.
    B. good in ideas but need adapting to reality of specific situations.
    C. not in line with good learning structures.
    D. in need of great modification to fit most learning structures.
22. The phrase 'meeting the needs of the children' really means
    A. allowing children to gravitate to their interests spontaneously.
    B. guiding children in the directions they seem to need.
    C. providing children with some freedom to actualized themselves.
    D. structuring children into activities that are best for them.
23. The traditional curriculum
    A. is a comprehensive program of sound learning for children.
    B. does not provide enough learning options for children.
    C. inhibits the child's desire to learn.
    D. is of help to some children in learning needed skills.
24. The need for developing a healthy self-concept in children is
    A. one of the highest priorities of education.
    B. the lowest priority of education.
    C. one of the lower priorities of education.
    D. the highest priority of education.
25. The need for total family involvement in the learning process is of
    A. great importance for successful learning.
    B. some importance for successful learning.
    C. least importance for successful learning.
    D. minor importance for successful learning.
26. Children learn best when they
    A. naturally develop their own learning environment.
    B. are guided by a mature person in finding meanings in a learning arrangement.
    C. are provided many options for arranging a learning environment.
    D. are led by a structured program toward specific learnings.
27. In the classroom the child's fantasy life should be
    A. replaced by structured and programmed reality-oriented curriculum skill materials.
    B. the source of releasing natural potential for growth.
    C. a minor source of releasing potential for growth; the stimuli from realistically oriented curriculum materials is the real source.
    D. a major source of releasing potential for growth.
28. The belief that each child should be accorded dignity in school is
    A. one of the basic truths of education.
    B. essential for working with children.
    C. a very important consideration.
    D. a good ideal to work toward and can be accomplished in some classrooms.
29. Which of the following best describes your perspective toward children and learning?
    A. Children should be free to actualize themselves by being able to develop their own learning patterns.
    B. Children should be brought into contact with human content and learn skills so they can self-actualize in acceptable ways.
    C. Children should be structured into proven learning patterns so they can function in society.
    D. Children should be allowed to actualize themselves within societal limits.
30. The forced interaction of children of all races in public schools is
    A. irrelevant because socializing is a family and neighborhood affair.
    B. not good because it limits the free choice of the child.
    C. good because we know that racial integration improves learning and self-concept of children.
    D. good only if the children are allowed freedom not to mix in some situations.

31. Play in the classroom is
    A. the primary way in which children learn.
    B. okay if it is directed toward accomplishing learning objectives.
    C. okay if limited to recess periods.
    D. okay if the play periods are limited to a small proportion of the day.
32. The way children learn values is
    A. an on-going process by which the children develop their own value system.
    B. in government and social studies.
    C. by being taught the American way of life.
    D. a part of the curriculum in which the teacher helps the children find values they can live with.
33. The teacher should
    A. provide much direction in the materials a child uses in learning.
    B. program and structure the materials for the learning of children.
    C. provide the materials from which a child selects in the learning process.
    D. help the child select his own learning materials from a variety of enviornments.
34. The healthy child is one who grows and develops
    A. naturally with life.
    B. with the informal guidance of adults.
    C. with the structured experiences arranged and directed by an adult.
    D. with the purposeful direction provided by adults.
35. The best curriculum for preschool children is
    A. a flexibly planned arrangement where child and teacher select activities.
    B. a highly structured arrangement of subject matter experiences.
    C. an open one where children select their activities.
    D. a non-graded content oriented program of learning.
36. The responsibility for educational objectives in the classroom belongs to
    A. the children, for it is they who must deal with the future.
    B. the child and the teacher; together they can find meanings from the past and present.
    C. the teacher, who should relate her objectives to the needs of the children.
    D. the school board, as they are entrusted by the public to formulate and carry out the education of children.
37. Providing for individual differences in the classroom is
    A. a good idea, but unmanageable in the usual size classroom.
    B. letting the child go through the curriculum at his own pace.
    C. very important because this is the way in which children can best learn about life.
    D. the only way to insure that each child in the classroom can self-actualize.
38. Discipline problems in the classroom are
    A. apt to happen in any classroom and should be dealt with in a reasonable way.
    B. usually avoidable if the classroom teacher is providing flexible learning arrangements.
    C. indicative of a closed minded teacher.
    D. unavoidable as long as parents and citizens are permissive at home and in the community.
39. An effective evaluation program in any school should
    A. provide the teacher with quantitative tests to measure the child's intellectual growth in comparison to national norms.
    B. be inherent in the learning activities.
    C. provide the teacher with flexible evaluation devices to assess the child's total growth patterns.
    D. provide the child, in cooperation with the teacher, an opportunity to examine his intellectual and social growth.
40. In your view the function of the elementary school is to provide
    A. an opportunity for each child to learn in a humane way.
    B. a general education for all children.
    C. a skill-oriented education for all children.
    D. a specialized education for all children.
41. In your perspective children
    A. learn in exact patterns.
    B. learn at basic normal patterns.
    C. are unique persons.
    D. are unique but learn in similar ways.
42. During free play primary grade children should be
    A. allowed freedom within protected limits.
    B. allowed complete freedom.
    C. at recess; free play is disallowed during the school day.
    D. allowed some freedom under structured guidance.
43. The elementary school should help children become
    A. unique and divergent human beings.
    B. intellectually skilled to read, write, and think.
    C. socially functional and intellectually competent.
    D. unique but able to relate to the norm.
44. Primary grade children
    A. are capable of making value judgments and should be encouraged to do so.
    B. can be stimulated by the teacher to make value decisions and shown by the teacher how to make good value decisions.
    C. are not mature enough to make value decisions.
    D. can make minor value decisions with teacher guidance.
45. When current issues are treated in the classroom children should be
    A. allowed freedom of discussion.
    B. provided a chance to discuss issues as guided and directed by the teacher.
    C. limited to factural responses because they do not have enough knowledge to discuss current issues.
    D. provided opportunities for discussion.

THE SWICK-ROSS CHILD PERCEPTION INVENTORY (CPI)

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ANSWER KEY: FORMS A, B, C

1.	A= NO	11.	A= SC	21.	A= NO	31.	A= NO	41.	A= SC
	B= NM		B= NO		B= NM		B= NM		B= SM
	C= SC		C= SM		C= SC		C= SM		C= NO
	D= SM		D= NM		D= SM		D= SC		D= NM
2.	A= NO	12.	A= SM	22.	A= NO	32.	A= NO	42.	A= NM
	B= SM		B= NM		B= SM		B= SM		B= NO
	C= NM		C= SC		C= NM		C= SC		C= SC
	D= SC		D= NO		D= SC		D= NM		D= SM
3.	A= SC	13.	A= NO	23.	A= SC	33.	A= SM	43.	A= NO
	B= NO		B= NM		B= NM		B= SC		B= SC
	C= SM		C= SM		C= NO		C= NM		C= SM
	D= NM		D= SC		D= SM		D= NO		D= NM
4.	A= SM	14.	A= NO	24.	A= NM	34.	A= NO	44.	A= NO
	B= NM		B= SM		B= SC		B= NM		B= NM
	C= SC		C= NM		C= SM		C= SC		C= SC
	D= NO		D= SC		D= NO		D= SM		D= SM
5.	A= NO	15.	A= SC	25.	A= NO	35.	A= NM	45.	A= NO
	B= NM		B= NO		B= NM		B= SC		B= SM
	C= SC		C= SM		C= SC		C= NO		C= SC
	D= SM		D= NM		D= SM		D= SM		D= NM
6.	A= NO	16.	A= SM	26.	A= NO	36.	A= NO		
	B= SM		B= NM		B= SM		B= NM		
	C= NM		C= SC		C= NM		C= SM		
	D= SC		D= NO		D= SC		D= SC		
7.	A= SC	17.	A= NO	27.	A= SC	37.	A= SC		
	B= NO		B= NM		B= NO		B= SM		
	C= SM		C= SC		C= SM		C= NM		
	D= NM		D= SM		D= NM		D= NO		
8.	A= SM	18.	A= NO	28.	A= NM	38.	A= SM		
	B= NM		B= SM		B= NO		B= NM		
	C= SC		C= NM		C= SM		C= NO		
	D= NO		D= SC		D= SC		D= SC		
9.	A= NO	19.	A= SC	29.	A= NO	39.	A= SC		
	B= NM		B= NO		B= SM		B= NO		
	C= SM		C= NM		C= SC		C= SM		
	D= SC		D= SM		D= NM		D= NM		
10.	A= NO	20.	A= SM	30.	A= SC	40	A= NO		
	B= SM		B= NM		B= NO		B= NM		
	C= NM		C= SC		C= SM		C= SC		
	D= SC		D= NO		D= NM		D= SM		

THE SWICK-ROSS CHILD PERCEPTION INVENTORY (CPI)
ANSWER SHEET
FORMS A, B, C,

Kevin Swick Ph.D. Southern Illinois University, Carbondale
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1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
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40. A B C D
41. A B C D
42. A B C D
43. A B C D
44. A B C D
45. A B C D

THE SWICK-ROSS CHILD PERCEPTION INVENTORY MANUAL
(FOR FORMS A, B, AND C)

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TM 003 134

INTRODUCTION. The purpose of the *Child Perception Inventory* is to determine an individual's perceptual orientation toward the manner in which children best learn. The inventory asks the subject to respond to forty-five statements which measure one's perceptions of how children most effectively learn and develop. A variety of items are included in order to provide a multi-dimensional picture of the subject's orientation toward children. (Three different forms of the inventory are available[1]).

The Child Perception Inventory (CPI) can be utilized in a variety of ways. Pre-service teachers could gain some initial insights into how they perceive facets of school learning such as curriculum organization, instructional objectives, human development, and many other important aspects of teaching all of which are in this inventory.

In-service teachers, administrators, teacher-aides, and other school and non-school personnel can gain insights into how they perceive children in relation to the learning process. It might also be utilized as a screening device by school boards, colleges of education, or by other school-related agencies such as day care groups.

RATIONALE FOR THIS INVENTORY. A perennial problem confronting colleges of education, public schools, and others involved in selecting teachers and learning coordinators is the selection of people in some reliable manner in relation to how they perceive children in the learning process. For example, a school leader developing an open and flexible curriculum environment would not want an individual who perceived learning in a highly structured and rigid fashion. Likewise those who find sequential progress to be most facilitating to the learning process might find the open type of individual unsuited for their program.

This void regarding an individual's affective perception set can be partially filled by screening personnel through the use of this inventory. This inventory is not a final answer; it must be used in conjunction with follow-up discussions. The task of selecting personnel for working with children is too important to be put to one-dimensional analysis.[2]

INVENTORY RESPONSE CATEGORIES. The *Child Perception Inventory* has four response categories.[3] These categories (naturalistic-open, naturalistic - modified, structured - modified, and structured - closed) are explained as follows.

(1) NATURALISTIC-OPEN: This category utilizes a highly open approach to learning, providing the child with freedom in selecting his own learning experiences.[4] It is most often typified by the Rousseauan and Summerhillian approaches to learning.[5]

(2) NATURALISTIC - MODIFIED: This approach to learning provides the child with freedom in selecting his learning choices (within some predetermined limits). This approach guides the child informally in selecting his learning options. The British Infant School and American Open School are representative of this approach to learning.[6]

(3) STRUCTURED-MODIFIED: This approach to learning provides the child with some freedom to select learning options but within well-defined guidelines. The child is provided options within a systematic learning environment where goals and specific skills are well delineated by those in authority.[7] The American Non-Graded School and The American Departmentalized School represent this orientation toward learning.[8]

(4) STRUCTURED-CLOSED: This approach to learning provides the child with few choices of learning options. This learning program provides highly structured sequences of subject matter learning for the child based upon what adults believe the child must know in order to function capably in society.[9] The Graded curriculum pattern represents this perspective toward learning.[10]

It is obvious that there is overlap among the four categories presented above. The inventory is designed to reveal this overlap through a subjects' categorical scores. In addition the authors are attempting to develop sub-categories which will help in clarifying a person's orientation in specific affective areas.

DEVELOPMENT OF THE INVENTORY. This inventory was developed in the following manner. Specific areas of human learning, curriculum organization, learning theory, human development research, classroom control techniques, educational philosophy, and early childhood learning perspectives were examined for relationships to the four categories originally developed.

With the above areas as a base the authors generated one hundred value statements (later reduced to forty five) which would reflect a position relative to the categorical perspectives. The value statements in each category were checked against statements set forth in the literature by major authorities in each perspective.

For example, statements for the naturalistic-open category were checked against values evident in A.S. Neil's works.[11] In corresponding fashion the statements developed in the structured-modified category were checked against authorities who have written on non-graded curriculum organization.[12]

The authors worked and re-worked the statements, including semantical analysis for communication of values in each category. Several professional educators and psychologists aided the authors in developing readable and distinct statements which would be representative of the value positions suggested by the title of each category.

One of the authors then ran a pilot study which included thirty teacher education students involved in a social studies methods course. The students were given the inventory of one hundred items twice within a one week time period. Seventy-five items were found to be most reliable in terms of authoritative perceptions of them in relation to the four categories selected.[13] An additional thirty items were screened out because of ambiguity and low discriminative ability.

Present plans are to examine the inventory continually for reliability, validity, and up-dating of terminology. This will be accomplished by sending the inventory to authorities in the field and by running reliability checks. In addition item analysis checks and subject feedback on clarity of inventory items will be conducted on a continual basis.

ADMINISTRATION OF THE INVENTORY. This inventory contains forty-five statements which can reveal a persons' perception of children and contains a graph representative of that profile. It is recommended that the examiner first take the inventory. Then the examiner, in administering the inventory, should have the subjects read the instructions (allow two minutes) and inform them "in an item is unclear make your best judgment". No talking or moving about during the test is allowed. The inventory usually takes approximately forty minutes.

SCORING AND INTERPRETATION PROCEDURES. To obtain the categorical orientations of the individual simply add the number of items circled by the subject for each category and graph that number on the profile form provided in the manual.

The numerical scores for each category may indicate that the subject has no specific perceptual orientation toward children or that the subject does have a perceptual stance as indicated by his value judgments. Those value judgments would fall into one of the categories described in this manual and guide (naturalistic-open, naturalistic-modified, structured-modified, or structured-closed).

NOTES AND REFERENCES

1 Three different forms of this inventory are available; Form A deals with the pre-school child, Form B deals with the primary grade child, and Form C deals with the intermediate grade child.

2 It is recommended that in correspondence with the **Swick-Ross Child Perception Inventory** the **Ross Educational Philosophical Inventory be used.**

3 Additional sub-categories are being developed and will be available in the planned 1975 revision.

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6 Lillian Weber, **The English Infant School and Informal Education.** Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971. 15-17.

7 John Goodlad and Frances Klein, **Behind The Classroom Door.** Worthington, Ohio: Charles A. Jones Publishing Co., 1970. 3-12.

8 Hilda Taba, **Curriculum Development: Theory and Practice.** New York: Harcourt, Brace and World, 1962. 291-309.

9 Maurie Hillson and Joseph Bongo, **Continuous-Progress Education: A Practical Approach.** Palo Alto, California: Science Research Associates, 1971. 4-11.

10 James Popham, **Systematic Instruction.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970. 54-61.

11 A. S. Neil, **Freedom Not License!** New York: Hart Publishing Company, 1966. See especially 75-84; 99-120.

12 John Goodlad and Robert Anderson, **The Nongraded School** Revised Edition. New York: Harcourt, Brace, and World, 1963.

13 Kevin Swick, **Pilot Study To Determine Reliability of CPI Items.** Available from author at Southern Illinois University at Carbondale, Illinois.

CPI PROFILE

NAME _____ _____